U-PASS Accountability System

U-PASS is required by Utah Code:

53A-1-605

(1) ...develop a plan to analyze the results of the U-PASS scores for all grade levels and courses required under Section 53A-1-603 and the student behavior indicators referred to in Subsection 53A-1-602 (3) (e).

53A-1-605

2(b) ...identify schools not achieving state established acceptable levels of student performance in order to assist those schools in raising their student performance levels.

U-PASS School Report Card

Every school in Utah receives an annual U-PASS Accountability Report Card. There are two systems; one accountability system for schools with a 12th grade and one accountability system for schools without a 12th grade.

School Designations

Achieved State Level of Performance Needs Assistance

Five Components

Participation Whole School Proficiency Whole School Progress Subgroup Proficiency Subgroup Progress

To Achieve State Level of Performance a school without a 12^{th} grade must have the following:

- 1. 95% Participation on assessments
- 2. 80% Whole School Proficiency or 190 progress score for Whole School Progress
- 3. 80% Subgroup Proficiency or 190 progress score for Subgroup Progress

To Achieve State Level of Performance a school with a 12th grade must have the following:

- 1. 95% Participation on assessments
- 2. 75% Whole School Proficiency or 180 progress score for Whole School Progress
- 3. 75% Subgroup Proficiency or 180 progress score for Subgroup Progress

Participation

The percentage of students who participate on the Direct Writing Assessment (DWA), the Criterion-Referenced Test (CRT), and the Utah Alternate Assessment (UAA). A school must have 95% participation to Achieve the State Level of Performance.

Proficiency

The overall proficiency of a school is the percentage of students scoring proficient on assessments and indicators. To Achieve State Level of Performance, a school must have the following, based on the total score calculated as follows:

Schools without a 12th grade: 35% language arts, 35% math, 20% science, 10% attendance

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Language Arts – 35% ELA CRT
       (for schools with a 6<sup>th</sup> and/or 9<sup>th</sup> grade, ELA CRT – 30%, DWA 5%)
   Math – 35% Math CRT
    Science – 20% CRT
    Attendance – 10%
Schools with a 12<sup>th</sup> grade: 30% language arts, 25% math, 20% science, 10% attendance, 15%
       graduation rate
   Language Arts
       ELA CRT – 80% of total language arts score
       (for schools with a 9<sup>th</sup> grade, ELA CRT – 75%, DWA 5%)
       UBSCT Reading – 10% of total language arts score
       UBSCT Writing – 10% of total language arts score
    Math
       Math CRT - 65\% of total math score
       UBSCT math – 35% of total math score
    Science
       Science CRT – 100% of total science score
    Attendance – 100% of total attendance score
    Graduation Rate – 100% of total graduation rate score
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Progress

The overall progress of a school is a longitudinal measure defined as low, medium or high by comparing the achievement levels of the same student from one year to the next year for all CRT assessments, attendance and the Utah Basic Skills Competency Test (UBSCT). The progress of a school without a 12^{th} grade is determined as low (0-189) medium (190-214) or high (215 and higher) as determined by the progress value table based on the total score calculated as follows:

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Schools without a 12<sup>th</sup> grade: 35% language arts, 35% math, 20% science, 10% attendance Language Arts – 35% ELA CRT Math – 35% Math CRT Science – 20% CRT Attendance – 10%
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The progress of a school with a 12^{th} grade is determined as low (0-179) medium (180-204) or high (205 and higher) as determined by the progress value table based on the total score calculated as follows:

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Schools with a 12<sup>th</sup> grade: 30% language arts, 25% math, 20% science, 10% attendance, 15% Utah Basic Skills Competency Test (UBSCT)

Language Arts

ELA CRT – 80% of total language arts score

UBSCT Reading – 10% of total language arts score

UBSCT Writing – 10% of total language arts score

Math

Math CRT – 100% of total math score

Science

Science CRT – 100% of total science score

Attendance - 100% of Attendance score
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UBSCT – 100% of UBSCT score

U-PASS Definitions and Formulas

Attendance Proficiency

Percentage of students absent fewer than 15 days per year (10% of overall status score).

Attendance Progress

Individual student attendance is compared from one year to the next using the following chart:

Year 1	Year 2 Absent 15 days or more	Year 2 Absent fewer than 15 days	
Absent 15 days or more	0	300	
Absent fewer than 15 days	0	200	

CRT:

Criterion-Referenced Test is administered at the conclusion of a course or school year. The number of students proficient on the CRT is divided by the number of students who participated in the CRT. CRTs are administered in English language arts grades 2-11; math grades 2-7, prealgebra, elementary algebra, geometry; and science grades 4-8, earth systems, biology, physics, chemistry.

DWA

Direct Writing Assessment is administered to 6th and 9th grade students.

ELA

English language arts.

English Language Learners (ELL)

Beginning in 2008, the UALPA proficiency and progress will replace all CRT proficiencies and progress for Levels Beginner (B), Pre-Emergent (P) and Emergent (E) if the student has been in the United States for less than three years. Student scores are counted in the ELL subgroup for two years after achieving level Fluent (F).

Graduation Rate Proficiency

Schools with a 12th grade: Percentage of students completing their 12th grade year who receive a diploma, tracking students beginning with their 10th grade year (10% of overall proficiency score).

Language Arts Proficiency

Schools without a 12th grade, percentage of students proficient on

ELA CRT = 100% of the language arts score or 35% of the overall proficiency score (for schools with a 6^{th} and/or 9^{th} grade, ELA CRT = 30% of the overall proficiency score, and DWA = 5% of the overall proficiency score)

Schools with a 12th grade, percentage of students proficient on

ELA CRT = 80% of total language arts score

(for schools with a 9th grade, ELA CRT =75%, DWA = 5%)

UBSCT Reading = 10% of total language arts score

UBSCT Writing 10% of total language arts score

Language Arts Progress

The Progress Table is used to determine the progress for language arts. Language Arts progress is determined by the language arts CRT by evaluating the change in ELA CRT scores for matched students from the 8th to the 9th grade (if applicable), the 9th to the 10th grade, and the 10th to the 11th grade.

Math Proficiency

Schools without a 12th grade, percentage of students proficient on Math CRT = 35% of overall proficiency score

Schools with a 12th grade, percentage of students proficient on Math CRT = 65% of total math score

UBSCT math = 35% of total math score

Math - Progress

The Progress Table is used to determine the progress for math. Math Progress is based on the math CRT by evaluating the change in math CRT scores for matched students if they participated in the various math CRTs from the 8th to the 9th grade (if applicable), the 9th to the 10th grade, and the 10th to the 11th grade

Mobility

All students who have been enrolled in the school for a full academic year (160 days or more of membership) will be included in proficiency scores. All students who have an assessment score or indicator for the previous year within the state will be included in the progress score. All assessment scores will be disaggregated by mobility.

Needs Assistance

Schools are identified as Needs Assistance if the percentage of students participating on each assessment is less than 95% and/or the Whole School overall proficiency or progress and the Subgroup overall proficiency or progress is less than that required to Achieve the State Level of Performance.

Progress

A longitudinal measure defined by comparing the same student from one year to the next year for all CRTs and attendance. A progress score will be determined for every student who is enrolled for a full academic year (160 days or more) in the current year and who has a score (found anywhere in the state) for the previous year.

UBSCT progress is determined by calculating the difference between the percentage of students passing all three sections of the UBSCT (after all five administrations) minus withdrawn students, and the percentage of 10th grade students from two years previous passing all three sections of UBSCT (after one administration).

There are three progress value tables.

The following Progress Value Table is used for the schools without a 12th grade.

	Year 2	Year 2 Level							
Year 1 Level	1 a	1b	2a	2b	3	4			
1a	0	225	350	375	375	375			
1b	0	125	225	350	375	375			
2a	0	50	150	225	325	350			
2b	0	0	75	175	275	325			
3	0	0	0	100	200	275			
4	0	0	0	0	125	225			

The following Progress Value Table is used for schools with a 12th grade.

2006	2007 (Year 2) Level					
(Year 1) Level	1a	1b	2a	2b	3	4
1a	0	200	250	300	350	375
1b	0	125	200	300	350	350
2a	0	50	150	175	325	325
2b	0	0	75	175	300	325
3	0	0	0	100	200	300
4	0	0	0	0	125	225

The Progress Value Table below is used for determining progress on attendance.

Year 1	Year 2 Absent more than 15 days	Year 2 Absent less than 15 days
Absent more than 15 days	0	300
Absent less than 15 days	0	200

Students With Disabilities (SWD):

Students who receive special education services and who have a current Individualized Education Program (IEP).

In accordance with the Individuals with Disabilities Education Act of 1997 and 2004 (IDEA), students with disabilities must participate in state and district-wide assessments. IEP teams

determine which of the following four participation options is most appropriate for each student with a disability.

- Grade level tests administered under standard administration conditions.
- Grade level tests administered with accommodations.
- Grade level tests administered with modifications.
- Utah's Alternate Assessment (UAA).

All students with disabilities are in the formula for Proficiency and Progress calculations. Student scores are retained in the SWD subgroup for two years after they have exited special education services.

Subgroup

The aggregate Subgroup is defined as each student who qualifies for a subgroup (listed below) other than white only. Individual student proficiencies and progress are added together and divided by the number of students to determine the subgroup proficiency and progress level. Students in a subgroup with less than 10 students are included in the aggregate calculation. Each student only counts once, regardless of the number of subgroups in which the student qualifies. Individual subgroup proficiencies and progress are reported separately on the front page of the report. These subgroups are:

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Economically Disadvantaged English Language Learners
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Ethnicity

African American

American Indian

Asian

Caucasian

Hispanic

Pacific Islander

Students with Disabilities

Additional disaggregation will be reported for the following subgroups:

Gender

Migrant

Mobility

Students without Disabilities

English Language Learners levels Beginning (B), Pre-Emergent (P), Emergent (E), Intermediate (I), Advanced (A), Fluent (F).

Total Group

Subgroup Proficiency

The Subgroup Proficiency is the assessment, attendance and graduation rate proficiency for every student in the school who meets the definition of a Subgroup member and is enrolled for a full academic year (160 days or more).

Subgroup Progress

The Subgroup Progress is the comparison of each Subgroup student's proficiency on the assessments and attendance from the previous year to the current year. A progress score will be determined for every Subgroup student who is enrolled for a full academic year (160 days or more) in the current year and who has a score (found anywhere in the state) for the previous year.

Whole School Proficiency

The Whole School Proficiency is the assessment, attendance and graduation rate proficiency for every student in the school who is enrolled for a full academic year (160 days or more).

Whole School Progress

The Whole School Progress is the comparison of each student's proficiency on the assessments and attendance from the previous year to the current year. A progress score will be determined for every student who is enrolled for a full academic year (160 days or more) in the current year and who has a score (found anywhere in the state) for the previous year.

Utah Alternate Assessment (UAA)

Utah's Alternate Assessment is designed for students with significant cognitive disabilities. For a student to participate in UAA, the IEP team must determine that the student meets all of the following criteria:

- 1. The student has a current IEP that documents the need for an alternate assessment.
- 2. The student demonstrates cognitive ability and adaptive skill levels that prevent completion of the general academic core curriculum, even with instructional accommodations.
- 3. The student requires extensive individualized instruction in multiple settings to transfer and generalize skills.
- 4. The student is unable to participate in any other component of the statewide assessment system, even with test accommodations.

UAA replaces other assessments for status and progress calculations for students with the most significant cognitive disabilities.

Utah Academic Language Proficiency Assessment (UALPA)

The Utah Academic Language Proficiency Assessment measures academic language acquisition for English Language Learners. It determines the progress of English Language Learners from one proficiency level to the next.

Utah Basic Skills Competency Test (UBSCT)

The Utah Basic Skills Competency Test has three subtests: reading, writing, and math.